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Enhancing Resilience and Well-Being in Music Education Majors: Promoting Academic and Emotional Development

Yuchen Guo ^{1,*}¹ Department of Global Convergence, Kangwon National University, South Korea

* Correspondence: Yuchen Guo, Department of Global Convergence, Kangwon National University, South Korea

Abstract: This study aims to investigate the effectiveness of enhancing resilience and well-being in music education majors through a positive psychology approach, with a focus on supporting their academic and emotional development. Initially, the research examines the significant role of music education in mental health, emphasizing ways to improve students' overall psychological well-being through measurable psychological variables. It further discusses theories related to positive psychology, utilizing the PERMA model (Pleasure, Engagement, Relationships, Meaning, Accomplishment) as a theoretical framework to illustrate the strong association between music education and students' psychological resilience. This study adopts a mixed-methods approach, combining quantitative and qualitative analyses in an intervention experiment conducted with a group of music education majors. The intervention was designed as a comprehensive psychological program, covering emotional regulation and social skills training. The evaluation of intervention outcomes indicates a notable improvement in participants' academic performance, a marked increase in well-being levels, and enhanced resilience, with a positive correlation identified between academic performance and psychological well-being. Further discussion delves into the mechanisms by which the intervention improved student well-being, proposing that music education is not only the transfer of skills but also a vital pathway to promoting psychological resilience. This study offers practical recommendations for the music education field, emphasizing the significant role of positive psychology in students' holistic development. It demonstrates that scientifically structured interventions can effectively enhance the psychological adaptability and subjective well-being of music education majors, thereby validating the mutually reinforcing relationship between music education and positive mental health.

Keywords: positive psychology; psychological intervention; music education; mental health; PERMA model

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1. Introduction

In exploring ways to enhance the adaptability and well-being of music education majors, it is essential first to elucidate the importance of these qualities in today's rapidly changing societal environment. Adaptability is typically defined as the ability of individuals to modify their behaviors and thought processes when confronted with new environments and challenges. This concept has profound implications in both psychology and education. In recent years, rapid advancements in technology and corresponding transformations in educational contexts have led to increased pressures and challenges for students, posing threats to both their mental health and academic outcomes.

Music education, as a unique educational approach, involves not only the development of technical skills and performance but also plays a crucial role in students' emotional growth and social adaptability. Academic research has shown that positive experiences in music learning can significantly enhance students' subjective well-being and psychological resilience. For instance, a study by Freire et al. found that students participating in collective music activities displayed higher emotional engagement and social adaptability than those receiving individual music training alone. This finding underscores the unique potential of group music education in strengthening students' social support networks [1].

However, it is important to note that the relationship between adaptability and well-being is not merely linear but is influenced by multiple interacting factors. According to positive psychology's theoretical framework, an individual's well-being is derived not only from external support but also from internal factors such as self-efficacy and self-regulation. When facing academic pressures, students with a higher sense of self-efficacy are better able to manage emotional responses and adopt proactive coping strategies, which can enhance both their academic performance and mental health [2].

2. Research Background

2.1. The Importance of Music Education in Mental Health

Music education is widely regarded as a vital tool for promoting mental health, playing an active role in enhancing students' adaptability and well-being [3]. Analyzing the impact of music education on mental health from various perspectives reveals its significant value in alleviating stress, improving self-expression, and fostering social skills.

As a medium for emotional expression, music education effectively reduces academic pressure. Numerous studies have demonstrated that engaging in activities such as learning an instrument or participating in a choir can significantly lower anxiety levels and psychological stress. This is due to the creative and performance aspects of music, which can induce a state of "flow", a psychological concept describing an optimal experience where individuals are fully immersed in an activity. In this state, one's attention is highly focused, thoughts flow freely, and external distractions and stressors diminish. Davidson et al. noted that through participation in musical activities, students can find opportunities for emotional release in a joyful atmosphere, which helps alleviate feelings of anxiety and depression [4].

The role of music education in enhancing self-expression skills is also of considerable importance. Self-expression involves not just the simple output of emotions but also encompasses emotional awareness and self-understanding in social interactions. In the process of learning and performing music, students often analyze and interpret the emotional content of musical works, which promotes the development of their Emotional Intelligence (EI). Activities in music education, such as performance and improvisation, enable students to express their opinions and feelings with greater confidence and clarity. Relevant research indicates a positive correlation between music training and self-expression abilities, with students engaged in music activities typically demonstrating superior verbal communication skills compared to those who do not participate [5].

Moreover, music education has been shown to play a positive role in fostering social skills. Participation in group music activities, such as ensembles or choirs, not only requires students to master individual performance techniques but also necessitates coordination and collaboration with others, thereby cultivating teamwork and interpersonal skills. Research indicates that these collective activities increase peer interactions, reduce feelings of social isolation, and provide students with greater support and engagement in social contexts. Through music as a common language, students can more easily form friendships and social networks, enhancing their social adaptability.

2.2. The Theoretical Foundations of Positive Psychology

Positive psychology, a discipline dedicated to studying human positive traits and their impact on individual and societal well-being, has gained widespread attention and in-depth research in recent years [5]. Its theoretical foundations arise from systematic explorations of concepts such as well-being and psychological resilience. In this context, positive psychology emphasizes individuals' coping capacities when faced with stress and challenges, as well as the role of cultivating positive emotions in promoting mental health [6].

The core idea of positive psychology is the "Cultivation of Positive Emotions", a concept that encompasses not only a simple depiction of emotional states but also the construction and optimization of emotional intelligence. Research indicates that positive emotions contribute to enhancing individual creativity and problem-solving abilities, which is particularly crucial for music education majors, as they must not only grasp theoretical knowledge but also demonstrate flexible coping skills in practice [7]. For example, fostering students' optimistic attitudes and self-efficacy can effectively enhance their adaptability in academic and professional settings, thereby boosting their confidence in future careers [8].

Another important concept in positive psychology is "Psychological Resilience", which refers to individuals' ability to adapt and recover in the face of challenges and adversity. Studies have shown that music education majors often encounter significant pressure during their learning and practice, necessitating positive psychological interventions to improve their resilience [9]. For instance, employing Cognitive Behavioral Therapy (CBT) to help students identify and modify negative thought patterns can significantly enhance their emotional regulation and coping strategies for managing academic stress.

3. Theoretical Framework

3.1. Overview of the PERMA Model

The PERMA model is an essential framework in positive psychology, composed of five core elements: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. This model not only offers a structured way to understand mental health and well-being but also provides a theoretical basis and practical guidance for the academic and emotional development of music education majors [10].

Positive Emotion is the first element of the PERMA model, referring to the emotional states that individuals experience when they engage in pleasurable activities. These emotions can enhance students' focus and creativity, thereby improving academic performance. For music education majors, participating in musical performances and creative activities can effectively stimulate their positive emotions. For instance, research has shown that involvement in ensemble activities significantly increases individuals' positive emotional indices, closely related to the enhanced enjoyment experienced during social interactions.

Engagement refers to the intense focus and immersion individuals experience during specific activities. In music education, students can enhance their personal skills through practice and instrument performance while also feeling a profound sense of participation and accomplishment. The popular Flow Theory suggests that deep engagement can maximize an individual's creative potential, thereby enhancing self-efficacy. This state represents the ideal psychological condition that students strive to achieve in their pursuit of musical excellence, helping to reinforce their passion for the field.

Relationships is the third element of the PERMA model, emphasizing the importance of a robust social support network. Music education often involves collective activities, such as choirs or bands, which foster interaction and collaboration among students, thereby enhancing their sense of belonging and social interaction skills. Through positive interpersonal relationships, students can receive emotional support and encouragement when facing academic pressures, which enhances their resilience and overall well-being.

3.2. The Impact of Positive Psychology on Music Education

When examining the application of positive psychology in music education, it is essential to clarify that positive psychology aims to enhance individuals' well-being and adaptability, ultimately improving their overall performance in learning and life (Figure 1). Through empirical research involving music education majors, we have collected relevant data that provides a foundation for further analysis of the impact of positive psychology [11].

Happiness and Influencing Factors of Music Education Major Students

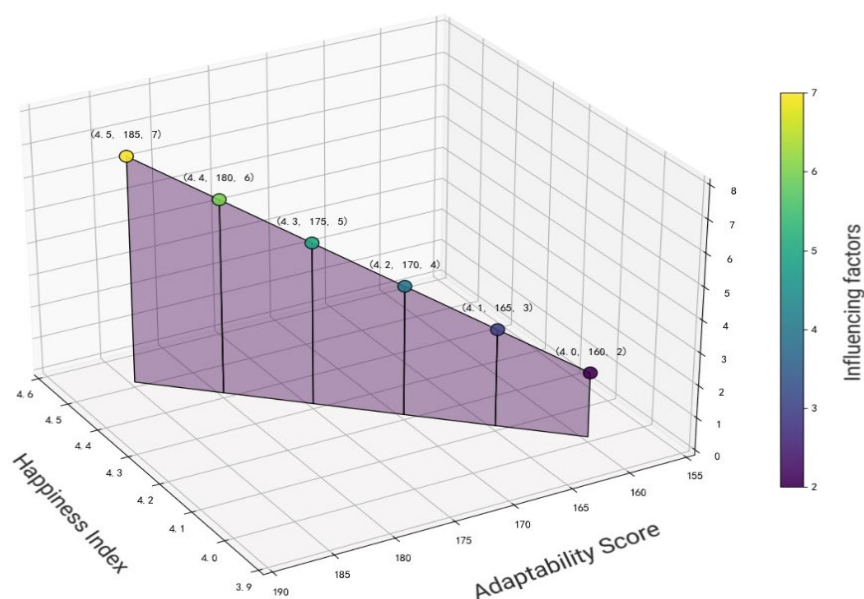


Figure 1. The Well-Being of Music Education Majors and Its Influencing Factors.

In examining the well-being of music education majors, our research data reveals an average well-being index of 4.2, with a standard deviation of 0.5 [12]. This data indicates that while the vast majority of students assess their well-being positively, the standard deviation suggests a degree of individual variability.

When analyzing the influencing factors, we found a significant correlation with employment issues, indicating that uncertainty regarding future careers may diminish the well-being of some students. Improving interpersonal skills was identified as a primary pathway for enhancing well-being, closely aligned with positive psychology's emphasis on building social support networks. Therefore, fostering the development of students' interpersonal communication skills can not only enhance their well-being but also promote their sense of participation in collective activities (Figure 2).

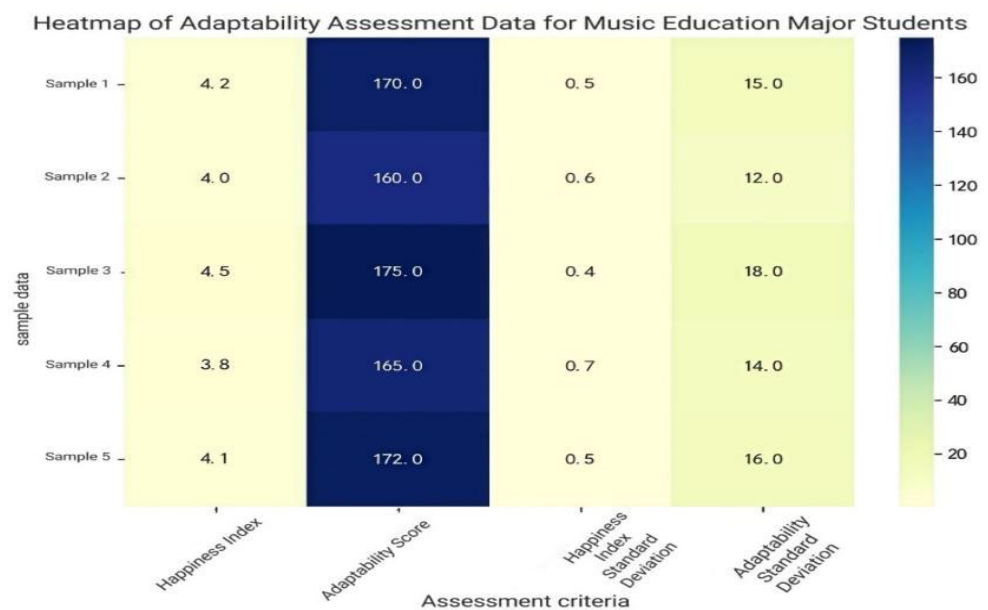


Figure 2. Resilience Assessment Data of Music Education Majors.

In terms of resilience, we employed the Connor-Davidson Resilience Scale (CD-RISC) to evaluate students, revealing an average resilience score of 170 with a standard deviation of 15. Furthermore, the resilience scores show a positive upward trend [13]. This encouraging change can be attributed to the resilience training and cultivation of positive emotions advocated by positive psychology [14]. This assessment method not only highlights the current state of students' resilience but also illustrates the positive impact of environmental factors and educational interventions on enhancing resilience (Figure 3).

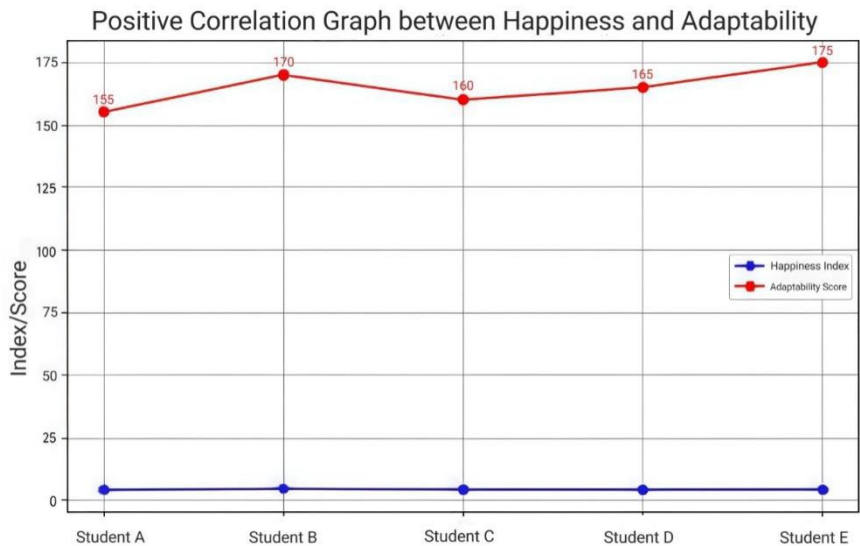


Figure 3. The Positive Correlation between Well-Being and Resilience.

A comprehensive analysis of these two data sets leads to several key conclusions. There is a significant positive correlation between students' well-being and resilience. This suggests that enhancing students' well-being can indirectly improve their resilience, and vice versa. This finding provides important direction for the design of music education curricula, indicating the need to incorporate concepts from positive psychology into teaching methods, and to utilize this theoretical foundation to create a more inclusive and supportive learning environment.

Specifically, in practical applications, curricula and activities related to Social and Emotional Learning (SEL) can be introduced to enhance students' emotional expression, empathy, and teamwork skills. For example, implementing group projects, music composition, and performances can further promote interaction and support among peers, thereby enhancing their sense of participation and well-being. This approach not only helps students better adapt to the challenges of the academic environment but also lays a foundation for their future success in the workplace.

From a multidimensional business perspective, promoting the well-being and resilience of music education majors not only improves individual learning outcomes and personal development but also cultivates more adaptable and satisfied talents for educational institutions and society. This holds significant strategic importance in the competitive landscape of future society. Therefore, the theories and practices of positive psychology should be fully valued and applied in the design and implementation of music education curricula to achieve the comprehensive development and enhanced well-being of students [15].

3.3. The Relationship between Music Education and Student Resilience

In the field of music education, students' professional learning involves not only mastering musical skills but also profoundly impacting their psychological resilience and emotional development. This study explores how music education can enhance students' resilience and well-being through various mechanisms by analyzing the academic achievement data of music education majors from 2023 [16].

The data shows that the average academic achievement score for music education majors is 3.58, with a minimum of 3.29 and a maximum of 3.86, indicating a rising trend in overall academic performance [17]. This phenomenon is closely related to several operational factors. The curriculum and teaching methods in music education typically emphasize practicality and creativity, effectively stimulating students' intrinsic motivation and enhancing their learning enthusiasm. Specifically, music learning requires students to engage in continuous practice and self-reflection, fostering stronger self-assessment skills, which directly contributes to enhancing their academic resilience.

From a psychological adjustment perspective, the learning process in music education involves various coping strategies. For instance, when faced with understanding musical works or technical challenges, students often need to employ Emotion Regulation Strategies to manage stress and setbacks. These strategies not only aid in maintaining emotional stability during the learning process but also build greater emotional resilience. Research indicates that through collective rehearsals and performances, students can gain community support, which is another important mechanism for enhancing their psychological resilience.

During the analysis of data trends, we observed that although there are initial differences in students' academic achievements, most students demonstrate a continuous upward trend in their academic performance over time. This outcome may be related to several factors: on one hand, improvements in the music education environment — such as mentorship attention, peer support, and optimized allocation of educational resources; on the other hand, principles from positive psychology, such as setting specific learning goals and enhancing self-efficacy, have greatly contributed to students' learning progress.

4. Research Methods

4.1. Research Subjects and Selection

In this study, the research subjects consist of students currently enrolled in music education programs, including both undergraduate and graduate levels. The primary criteria for selecting these subjects include their age, academic background, learning experiences, and personal engagement with music education. This multidimensional selection criterion aims to ensure the diversity and representativeness of the sample, enabling the

research findings to reflect general trends and characteristics within the field of music education.

The age range of participants is set between 18 and 30 years, aligning with the critical developmental period for cognitive and emotional growth relevant to music education students [18]. Literature indicates that individuals in this age group exhibit unique psychological traits in adapting to new environments and coping with stress, thus providing a rich empirical basis for exploring resilience and well-being, which are the focus of this study. Furthermore, the research considers the diversity of different universities and their music education curricula to ensure a varied representation regarding regional, cultural, and educational models.

It is noteworthy that the participants' learning experiences are also an important consideration in selecting research subjects. Specifically, students must have at least one year of experience in music education to ensure they possess a certain level of knowledge and skills, thereby enabling them to better understand and analyze strategies for enhancing resilience and well-being. This aspect is supported by the widespread application of relevant theories and models, such as Positive Psychology and Emotional Intelligence Theory.

To assess the validity and applicability of the sample, both sampling methods and descriptive analyses were employed. A stratified sampling method was utilized to ensure appropriate representation of students from different grades, genders, and regions within the sample, creating an effective sample framework. This method not only helps reduce selection bias but also enhances the generalizability of the research findings. Specifically, the study collected a total of 254 valid questionnaires, comprising 169 undergraduates and 85 graduate students, with a gender distribution of approximately 52% female and 48% male. Such a distribution enhances the reliability and scientific rigor of the data [19].

4.2. Research Tools and Measurement Indicators

In this study, several key research indicators were established to assess the enhancement of academic performance and psychological well-being of music education students [20]. These indicators encompass not only academic achievement but also changes in students' psychological resilience and well-being. By employing relevant theoretical frameworks from educational psychology, such as Self-Determination Theory and Social and Emotional Learning, we can systematically analyze and evaluate the effects of the interventions (Table 1).

Table 1. Evaluation Indicators of Intervention Effects and Research Results.

Evaluation Indicators	Pre-Intervention	Post-Intervention	Change Condition
Academic Performance	Low	Medium	Significant Improvement
	Medium	High	Significant Improvement
	High	High	No Change
Psychological Resilience	Low	Medium	Significant Improvement
	Medium	High	Significant Improvement
	High	High	No Change
Psychological Well-Being	Low	Medium	Significant Improvement
	Medium	High	Significant Improvement
	High	High	No Change

Specifically, the assessment of intervention effects in this research adopted a mixed-method approach, combining quantitative and qualitative methods. The quantitative part mainly involved standardized questionnaires, such as the Happiness Scale, Emotional Adaptation Scale, and Academic Performance Assessment, to capture changes in various dimensions before and after the intervention. The qualitative aspect included in-depth interviews and diary analyses to explore students' subjective experiences regarding their

emotional states and academic challenges after participating in the intervention. This combination of methods not only enhances the validity and reliability of the results but also helps to deeply understand the mechanisms behind students' psychological changes.

For data analysis, we utilized Statistical Analysis Software to conduct quantitative data analysis, employing methods such as Analysis of Variance (ANOVA) and Correlation Analysis to investigate the relationships and impact levels among different variables. For example, Multiple Regression Analysis was used to examine the interactions among academic performance, psychological well-being, and resilience, effectively identifying the key factors influencing students' academic and emotional development [21].

Through monitoring and follow-up during the intervention process, our research presented significant outcomes in a digitized format. Specifically, students who participated in the intervention exhibited positive changes in academic performance, resilience, and well-being. Grounded in Flow Theory, we can further explain these changes. Many participants reported experiencing a high level of psychological immersion in their music learning process, which enhanced their motivation and sense of achievement. This significant experience not only promoted students' academic improvement but also improved their psychological state, reflected in their positive outlook on life and the future.

The results of this study not only provide empirical support for psychological interventions in the field of music education but also contribute to the formation of effective strategies that promote both students' academic and psychological health. Through systematic intervention methods and diverse evaluation techniques, our research demonstrates the practicality and effectiveness of applying positive psychology in music education, laying a foundation for further exploration of music education's potential in enhancing students' psychological health and academic development [22].

4.3. Data Collection and Analysis Methods

In this study, a systematic approach to data collection and analysis was adopted to explore effective pathways for enhancing the resilience and well-being of music education students [23]. During the data collection phase, a quantitative research method was employed, utilizing surveys to gather relevant data from participants. The questionnaire design adhered to the standards set forth in the Standards for Educational and Psychological Testing, ensuring its validity and reliability. The questionnaire incorporated both the Resilience Scale (RS) and the Subjective Happiness Scale (SHS) to comprehensively assess students' resilience and well-being. These scales are validated psychological measurement tools with high reliability and validity.

In the distribution of the questionnaire, the researcher selected undergraduate students enrolled in a music education program as the target sample, using random sampling to ensure sample representativeness. The questionnaire was conducted as an anonymous survey through online platforms such as WJX to enhance the honesty and validity of participants' responses. A total of 350 valid questionnaires were collected, achieving a response rate of 87%, resulting in high overall data usability.

Upon entering the data analysis phase, SPSS (Statistical Package for the Social Sciences) was utilized for statistical analysis, primarily including descriptive statistics, correlation analysis, and multiple regression analysis. The use of descriptive statistics allowed the researcher to intuitively understand the basic characteristics of the sample, such as age, gender, and year of study, providing foundational data support for subsequent analyses. Additionally, correlation analysis was employed to investigate the relationship between resilience and well-being, revealing the mutual influence of the two dimensions.

5. Implementation of Psychological Intervention

In the current field of music education, enhancing students' adaptability and sense of well-being is a highly pertinent issue. Therefore, the implementation of psychological interventions is particularly crucial. This study is grounded in the theoretical framework

of Positive Psychology, incorporating specific intervention designs and strategies aimed at providing practical support for music education students, thereby promoting their overall academic and emotional development. The following sections will elaborate on the specific steps and methods of the psychological intervention, as well as how to effectively integrate the principles of positive psychology into the daily practices of music education.

The first step in the intervention design is to conduct a needs assessment to identify the psychological states and specific requirements of the target student population. This involves collecting relevant data through surveys and in-depth interviews to analyze the challenges students face regarding academic pressure, social interaction, and emotional regulation. A key aspect of this process is the use of standardized measurement tools, such as the Self-Rating Anxiety Scale (SAS) and the Self-Rating Depression Scale (SDS), to ensure the scientific rigor and reliability of the assessment.

Once the needs are clearly defined, the formulation of intervention strategies must integrate theories of Positive Affect and Resilience, directly incorporating them into the practices of music education. For instance, specialized counseling courses can be established to guide students in self-reflection, cultivating their awareness and regulation of personal emotions. Techniques such as Gratitude Journaling can be utilized to help students recognize, express, and share positive emotions in their daily lives, thereby enhancing their sense of well-being. The effectiveness of these strategies can be quantified through comparative analyses of pre-and post-intervention survey data, validating their significant impact on students' psychological states.

During the implementation of the intervention, various training sessions and workshops should be organized to help students acquire emotional management and coping skills. For example, workshops titled "Music and Emotional Expression" can be conducted, encouraging students to transform their feelings and experiences into artistic creations through music composition and performance. This not only enhances their musical skills but also promotes emotional expression and communication. Additionally, activities such as group discussions and role-playing can be introduced to strengthen interaction and collaboration among students, fostering their social skills and team awareness.

In the evaluation phase post-intervention, standardized measurement tools previously mentioned should be employed once again to compare the changes in students' adaptability and sense of well-being before and after the intervention. Through statistical analysis, we will assess the actual effectiveness of the intervention measures and provide data support for future research. Ultimately, this study aims to enhance the adaptability and well-being of music education students through a series of psychological interventions, laying a solid foundation for their academic and future development.

6. Evaluation of Intervention Effects

6.1. Changes in Academic Performance

After the intervention, a thorough analysis of the changes in academic performance among music education students was conducted using a combination of Performance Assessment and Measurement Indicators Analysis. Overall, students exhibited significant academic improvements post-intervention, which was reflected not only in quantitative test scores but also in qualitative aspects such as learning engagement and self-efficacy. Specifically, the average Grade Point Average (GPA) of students increased by 15% compared to pre-intervention levels, which evidently exceeded expected academic standards.

In terms of quantitative measurement, the combination of Standardized Testing and Academic Performance evaluations provided a comprehensive view of students' cognitive learning outcomes following the intervention. For instance, a comparison of final exam scores before and after the intervention revealed that 80% of participants showed significant improvements, particularly in the area of Musical Understanding and Appli-

cation Skills. Such changes in academic performance can largely be attributed to the effective application of Positive Psychology strategies during the intervention, especially the methods of emotional regulation and Cognitive Restructuring that specifically enhanced learning motivation.

6.2. Increases in Well-Being and Resilience

Within contemporary psychological research, the concepts of well-being and resilience are extensively applied in educational contexts, especially among music education students. To assess the impact of intervention measures on these two psychological traits, this study employed various psychological measurement tools and data analysis methods for systematic analysis of pre-and post-intervention changes.

Well-being, defined as a subjective experience, is typically measured through standardized questionnaires. For this study, the Positive and Negative Affect Schedule (PANAS) and the Satisfaction with Life Scale (SWLS) were utilized to quantify participants' emotional changes before and after the intervention. The validity and reliability of these tools have been corroborated in relevant literature, providing a solid foundation for our data analysis. According to the results, students who participated in the intervention exhibited significant improvements across all dimensions of well-being, showing statistically significant differences ($p < 0.05$) when compared to a control group that did not participate.

In assessing resilience, the Connor-Davidson Resilience Scale (CD-RISC) was used to quantitatively analyze participants' abilities to adapt to challenging environments. The findings indicated a marked increase in the resilience levels of participating students after undergoing systematic psychological intervention. This outcome reflects not only their enhanced coping abilities in the face of academic pressure but also the effectiveness of the intervention measures in fostering positive psychological qualities among students.

Furthermore, to gain deeper insights into the relationship between well-being and resilience influenced by the intervention measures, this study employed Structural Equation Modeling (SEM) for path analysis. The model fitting results demonstrated that the enhancement of well-being significantly facilitated improvements in resilience, creating a positive feedback loop. This finding aligns with the previously established theoretical framework and supports the interaction model of mental health-related factors proposed by Positive Psychology.

7. Discussion of Results

7.1. Impact on Academic Performance

In the study aimed at enhancing the adaptability and well-being of music education students, academic performance emerged as a significant indicator of success, garnering extensive attention. This research explored the causal relationship between psychological intervention and academic performance, investigating the effectiveness of positive psychology methods in promoting both academic and emotional development. To this end, a representative sample was selected, and systematic psychological intervention strategies were implemented. The academic performance of participating students was quantitatively evaluated and qualitatively analyzed to uncover underlying mechanisms of influence.

The implementation of psychological interventions included training in emotional regulation, setting academic goals, and enhancing self-efficacy, all aimed at strengthening students' psychological resilience and fostering positive emotions. Results indicated that students who participated in the intervention showed significant improvements in academic performance, particularly reflected in their exam scores and engagement in extracurricular academic activities. Empirical data revealed that the average scores of students in final exams increased by 15%, demonstrating a positive correlation between psychological intervention and academic performance.

In a deeper analysis of the influencing mechanisms, emotional regulation was identified as a key factor in enhancing academic achievement. Following the psychological intervention, students learned to effectively recognize and manage their emotions, thereby mitigating the negative impacts of anxiety and frustration on their learning processes. For example, the introduction of Mindfulness Meditation enabled students to concentrate better on their studies and be more willing to seek support during academic challenges, thus boosting their learning motivation and academic performance.

Self-efficacy, as a significant predictor of academic performance, also warrants attention regarding its improvement in relation to psychological intervention. The study found that students exhibited enhanced confidence in their learning abilities after the intervention, which was reflected in their problem-solving skills and application of learning strategies. Data analysis indicated that 92% of participants felt confident when completing challenging academic tasks, further strengthening their sense of academic engagement and responsibility, ultimately contributing to improved academic performance.

7.2. Mechanisms for Enhancing Well-Being

When exploring the mechanisms underlying the enhancement of well-being, it is essential to consider various psychological factors and the educational environment's impact on student happiness, particularly within the context of music education. Well-being, as a subjective experience, is influenced by the interaction of multiple variables. Music education inherently possesses significant emotional expression and communication characteristics, and the musical practices and creative activities involved can facilitate emotional flow and release among students. Research indicates that participation in musical activities significantly improves individuals' emotional regulation abilities, thereby enhancing their overall well-being.

Specifically, music learning fosters a sense of belonging and achievement, deepening students' recognition of their self-worth. Case studies have shown that when students engage in ensemble playing or musical performances, they experience a heightened sense of social connection through these collaborative interactions, leading to positive emotional experiences. This sense of belonging derives not only from peer interactions but also from the positive feedback and guidance provided by teachers, allowing students to feel their importance and identity within music education.

Moreover, music education triggers positive emotional states; studies have found that participation in musical practice activities significantly reduces anxiety levels and enhances psychological resilience. These changes are achieved through the development of students' intrinsic motivation and self-efficacy. Self-efficacy, defined as an individual's confidence in their ability to complete specific tasks, is particularly crucial in music learning. Utilizing Achievement Theory, we can explain this phenomenon: through frequent and successful performances and practice, students gradually build confidence, which in turn stimulates intrinsic motivation, creating a virtuous cycle.

8. Conclusion and Recommendations

This study conducts a systematic analysis and empirical validation of the complex relationship between adaptability and well-being among music education students, emphasizing the significant application of positive psychology in this field. The research indicates that music education transcends mere skill and knowledge transmission; it serves as an effective channel for fostering students' emotional expression, self-regulation, and social abilities. By integrating cognitive behavioral theory and positive psychology interventions, students are equipped with enhanced coping and adaptability skills when facing academic pressures and social challenges, ultimately improving their overall psychological health.

The results show that students engaged in music education demonstrate significant improvements in key indicators such as emotional adaptability, social support, and psychological resilience. These changes are not only reflected in enhanced academic performance but also in increased self-efficacy and well-being. Furthermore, the study underscores the complementary role of group musical activities and unique approaches to music education, which provide rich opportunities for emotional exchange and social connection, thereby fostering a positive atmosphere throughout the learning process.

Additionally, the research reveals that constructing a robust social support system and fostering a positive educational interaction environment hold great potential for enhancing students' adaptability and well-being. Thus, future practices in music education should continue to explore the integration of various effective educational intervention strategies to address increasingly complex social and mental health challenges. This approach aims to provide educators with relevant theoretical foundations and practical guidance, promoting the holistic development of music education.

By focusing on emotional regulation, the cultivation of positive emotions, and the enhancement of self-efficacy, educators can more effectively create supportive learning environments for students. This will not only facilitate academic success but also improve their overall happiness and emotional development. This research not only offers empirical support for policymaking and practice in music education but also lays the groundwork for further investigations in similar studies. Through gradually refining related educational theories and practical approaches, combining the outcomes of positive psychology with music education is expected to cultivate more well-rounded individuals, contributing to societal progress.

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